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ABSTRACT

The Street Academy is an alternative school specially designed for students aged 12 to 18 who cannot acclimate to the regular public school system. The purpose of the evaluation is, generally, to see if the program is serving the students for whom it was established. The evaluation is also concerned with such areas as academic skills development, student absenteeism, the rate at which students are acquiring high school credits, evaluations of the teaching staff, student perceptions, student and parent perceptions of the program, and parent evaluations. Extensive data are presented on the evaluation findings. On the whole, the program was found to be making positive progress toward meeting its objectives. There are, however, a number of areas that should be examined more closely and a number of changes that may have to be seriously considered if the Street Academy program is to grow in the proper direction and be of optimum service to its students and the community. Recommendations are included. (Author/IRT)

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FINAL EVALUATION REPORT

THE STREET ACADEMY

Submitted to

The Office of Curriculum Planning and Evaluation
Grand Rapids Public Schools
Grand Rapids, Michigan

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PROGRAM DESCRIPTION AND OBJECTIVES

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PROGRAM DESCRIPTION AND OBJECTIVES

The Street Academy is an alternative school under the direction of the Grand Rapids Public Schools. It is a specially designed program for students aged 12 to 18 years. Enrollment is voluntary. There are presently 95 students and a staff of 16 including the director, teachers, secretarial and custodial help. In checking with the Director, it was found that the racial mix is nearing the proportion of 60 percent black students and 40 percent white students. Most of these students come from families of a lower socio-economic level.

The basic intent is to provide an alternative educational program for those students who cannot acclimate to the regular public school system for a variety of reasons. Many of the students have had contact with the law enforcement authorities.

The general philosophy of the Street Academy is to assist the student to grow into a contributing member of his social and academic system. The basic technique for modifying or changing behavior is the implementation of behavior modification techniques instituted February 5, 1973.

There is a major emphasis given to:

1. Individualized counseling including academic, personal, vocational, and family situations.
2. Assigning students to courses on the basis of levels of comprehension, thereby giving them an opportunity to learn at their own rate.
3. Attempting to use immediate reinforcement in specified coursework and other activities.

4. Attempting to counteract aversive reinforcement students now receive from their peer groups.
5. Increasing the students' academic achievement.
6. Providing each student with individual learning aids.
7. Facilitating increased attendance and productivity by informing and rewarding each student of progress on a daily and/or weekly basis and attempting to reduce the number of student suspensions.
8. Using behavioral and/or academic contracts to modify behavior, thereby reducing the number of contacts with law enforcement agencies.
9. Assisting parents in realizing their responsibilities concerning the education and behavior of their children.
10. The development of values which emphasize integrity and wholesome interrelationships with all individuals.
11. Involving the community in school affairs.
12. Encouraging values that are consistent with self-discipline and respect for the rights of others.
13. The improvement of skills in reading, writing, mathematics, science and related academic areas.

Population Being Served

Most students enrolled at the Street Academy tend to come from families whose parents are blue collar or semi-skilled factory workers. Many parents are unemployed. A survey of students in which fifty-nine out of ninety-five (65%) participated showed the following:

N = 59	Employment Status of Father	Mother
Employed	42.4%	44.1%
Unemployed	20.3%	47.5%
Housewife	---	3.3%
No Answer	37.3%	5.1%
Total	100.0%	100.0%

Answers concerning fathers' occupations clustered around such occupations as: factory worker, janitor, auto repair, construction worker, bartender, and bouncer at a bar. Only two (2) students stated that their fathers held supervisory positions.

Mothers' occupations were waitress, factory worker, hairdresser, sales clerk, laundry worker, hospital worker, secretary, keypunch operator, and part-time nutritionist for schools.

These characteristics of students of the Street Academy are provided merely as descriptions of the population served. It is not the intent of the evaluators to relate socio-economic variables to the influence they may have on academic behavior or motivation of these students.

Behavior Modification Program

Since February 5, 1973 the Street Academy has implemented a behavior modification plan. This was done after Dr. Hawkins, Professor of Psychology at Western Michigan University, assisted the staff in learning how to use behavior modification techniques in the classroom as they relate to this type of student population. Staff members were taught the principles of behavior modification and were introduced to general and specific methods for generating, strengthening, and maintaining desirable behaviors, and methods for modifying undesirable behavior.

The most significant changes in the new structure by the implementation of behavior modification techniques were:

1. Moving from a highly flexible class schedule to a block schedule.
2. Converting each subject into mini courses.
3. Utilizing a point system for attendance and performance in the classroom and in counseling.
4. Making the Student Activity Center a reward area. A student's time in the Activity Center depends on how many points the student has earned.
5. Development of in-service training for all staff in basic behavior modification techniques.

The staff feels that since the implementation of behavior modification techniques attendance and classroom performance have improved, and fewer Street Academy students have had contact with the juvenile authorities because of delinquency matters.

Student Reward System

POINT SYSTEM. The Street Academy staff feels that the point system is a highly important asset to the school program in implementing behavior modification. The general principles of the modified "token economy system" are: (1) points are earned for completing specific tasks in the classroom and in counseling, and (2) earned points may be used to purchase privileges in the Student Activity Center.

The method of administering the point system is the I.D. card. Each student carries an I.D. card with denominations of five and ten points. When all points on an I.D. card are used, the student can exchange it for a new one. I.D. cards are rotated each week by color code.

Points are issued for a number of reasons, both behavioral and academic. For example: five points are given for being in class on time; twenty points for working 35 minutes in the classroom and completing a productive work hour; five points for being on time for counseling; ten points for attending counseling; fifty points for successfully completing a specific contract with the counselors; twenty points for a volunteered hour.

Criteria are set up for spending their earned points. For example, students are charged one point per minute to gain entry into the Student Activity Center and must have a minimum of five points to enter. They are charged twenty-five points for use of the telephone. Other types of purchases that can be made with points are movie and concert tickets, school tournaments, skating parties, bowling parties, and LP's (albums).

VIP'S (VERY IMPORTANT PERSONS). VIP's are nominated by the staff and voted on by the staff. The vote must be unanimous for the student to become a VIP. Students may gain this special status by demonstrating good behavior and working productively in the classroom. VIP's do not have to use points to enter the Activity Center. All planned activities are free during that week. Students must demonstrate good behavior and work productively to remain on the VIP list each week.

MONETARY REWARDS. Students are also given $2.00 cash awards each Friday if their attendance is perfect. They can receive up to $5.00 in cash toward the purchase of movie and concert tickets. Three points are equal to one cent. Sometimes there are insufficient funds, in which case the students must wait to receive their rewards.

Description of Facilities and Staff

School Plant

The Street Academy, formally known as Living Arts, is housed in the Morris Street Wing of the Department of Social Services Building. The address is 725 Morris, S.E. Two other agencies are housed in the same building; these are the Kent County Department of Social Services and the Adult Basic Education Center for the City of Grand Rapids. The facilities for the Street Academy consist of:

- Six rooms
- Recreation center

The program is set up to accommodate a maximum of 110 students. There has been an average of 95 students enrolled.

STUDY ROOMS. At present there are no special study rooms for students. The Academy is open for studying on Tuesdays and Thursdays from 7:00 p.m. to 9:00 p.m.

LUNCH PROGRAM. At present there is no lunch room available for students. The Director and staff are in the process of starting a store to sell food to students in the near future to substitute in part for the lack of a lunch program. They are also considering making certain stationery supplies available to students.

TRANSPORTATION. Transportation needs are provided by city bus tickets. At present this seems the most convenient method since many students who enroll in the Street Academy come from diverse areas of the city. Public School buses are made available for special group events.

School Staff

The staff includes the following people:

Director	Walter A. Smith
Secretary	Donna Coolidge
Activity Room Aide	Kathy McGrane
Teachers:	
Social Studies	W. Kent Carter
Art	Virginia Hall
Reading and Black Experience	Robert Hampton
Science and Math	Bruce Ottenweller
English	Mary VanDalsen
Teacher/Interns:	
Science and Math	Ivan Jasper
English	Steve Radford
Reading Center Coordinator	Virginia Des Jardin
Gym Teacher (part-time)	Steve Gaskin
Custodian (part-time)	Robert Burdick
Student Advisors	Garnett Coleman
	William Pritchett
	Milly Weeber

Student Advisors (Counselors)

There are three (3) Student Advisors who come in contact with students when they enter the Street Academy. These persons maintain a close counseling and "Student Advocate" relationship from the entry date until the student terminates.

Student Advisors are responsible primarily for the following matters:

1. Follow up on past students.
2. Serve as attendance officers for each student.
3. Be responsible for the intake procedures.
4. Schedule student classes.
5. Assist each student to choose classes that will be of the most benefit.
6. Prepare the student for graduation.
7. Group and individual counseling.
8. Home visits.
9. Monthly home contacts.
10. Maintenance of student personnel files.
11. Monthly monitoring reports.

The three (3) Student Advisors are housed in one room which is not conducive for discussing confidential or personal matters. Advisors must use the Director's office or an empty classroom to discuss private matters with students.

Curriculum

Mini Courses

Mini courses are used in all the classes at the Street Academy. One mini course is designed to provide a student with twelve forty-minute class periods of work. When a student successfully completes one mini course he or she receives one credit. Students are allowed to work at their own speed and level of comprehension.

Course Descriptions

READING LAB -- The purpose of the Developmental Reading Program is to improve student reading skills in the areas of phonics, vocabulary, word definition, sentence construction, comprehension, and reading speed. Spelling is also improved with the use of the various reading programs.

More emphasis is on the students' ability to communicate their ideas on paper. The program is geared to begin with remedial readers and continue through all reading levels to advanced readers.

SOCIAL STUDIES -- The social studies curriculum is geared to give each student a feeling of freedom and a chance to find himself. The student is allowed to guide himself as often as possible. The decision to participate in classroom activities on a given day is up to the student. Students complete mini courses and are allowed to participate at their own pace; however, the staff gives continuous attention to each student and uses a reward system to assure that progression in the mini courses is regular.

Courses within the social studies field are:

9th Grade American Life I

10th Grade	American Life II
11th Grade	Modern Problems
12th Grade	Government

SCIENCE -- The science class is divided into two parts: (1) physical science and (2) life science. The physical sciences deal with the study of the earth, atmosphere and universe. The life sciences deal with the study of animal life, plant life, ecology, and the human body. Coursework is supplemented with projects, films, and camping trips. Independent study is also available to students upon completion of one mini course.

MATHEMATICS -- The mathematics classes are structured around the mini course concept. Students work individually to receive credit. Courses range from the rudimentary math skills of subtraction, multiplication, division, and fractions to the higher level courses of geometry, algebra, general business, and accounting.

GRAMMAR -- The major objectives of the grammar classes are: (1) to make students aware of the significance of being able to use proper English in all phases of communication, and (2) to assist each student in acquiring those grammar skills he or she lacks.

The comprehension and ability level of students is uppermost in the instructor's mind when designing grammar exercises. Students may study anything from simple two-word sentences to complicated grammatical structure. Great emphasis is given to grammar with a wide variety of strategies and teaching materials being employed. Materials and strategies used are: textbooks, instructor prepared mini courses, filmstrips, programmed materials,

record albums, encyclopedias, spelling books, word games and related materials to elaborate and explain word usage, punctuation and grammar concepts.

ENGLISH -- Although English class is related to grammar class, it allows students to specialize in more than grammar class. More writing and reading is emphasized by teaching the student how to do research papers, by reading and preparing written reports on particular authors, and by studying poetry through soul lyric and lyric of English ballads. Students in English class are also encouraged to do work in texts, anthologies, specialized vocabulary materials, and to improve their grammar.

ART -- Art classes emphasize creativity and give students an opportunity to experiment with their abilities in an atmosphere of personal discovery. Craft and multi-media projects are selected in keeping with student interests and abilities. Drawing, print making, painting, and ceramics are available to students. A special emphasis is placed on art forms as they relate to national and cultural experience as well as to common human experience.

Courses Offered 1974-75

Following is a list of the major areas covered by courses in study programs of the Street Academy. The faculty and staff hold periodic meetings to improve and change the courses so that a quality program is available to all students.

SOCIAL STUDIES

American Life I
American Life II
Black Experience
Modern Problems
Awareness of One's Self
The African in America

ENGLISH

English I
English II
English III
English IV

READING

Independent Reading
Creative Writing
Letter Writing

MATH

Subtraction
Multiplication
Advanced Multiplication
Division
Advanced Division
Fractions
Algebra
Geometry
Trigonometry

ART

General arts & crafts - all media
Drawing - basic instruction
Drawing techniques
Design - use of shape, line and color
Printmaking - prerequisite
Painting - prerequisite - drawing
Indians of the S.W. United States and their art
Introduction to Modern Art - prerequisite -- reads well

ART - (Cont'd)

This course is for fairly advanced students and will not involve any "art work"; rather it will be discussion and review of artists from Cezanne to Picasso and a general probing into contemporary trends in art.

SCIENCE

Biology

Plants
Human Body
Vertibrates
Invertibrates
Insects
Reptiles
Waterfowl Tomorrow
Survey of Waterfowl

Earth Science

Earth Science - survey course
Rocks and Rain
Weather and You
The Earth and Its Story
Physical Geography
Exploring the Universe
Secrets of the Sea

Ecology

Basic Ecology
Our Polluted World
Science of Survival

OTHER AREAS

Drugs - Survey course
Environmental Quality
Independent Study

Procedures Regarding Students

Intake Process

The intake, orientation and assessment processes are a significant part of the success of the Street Academy program. Referrals are made through the Assistant Director of Pupil Services. Background information is obtained during the referral interview. All candidates accepted into the Street Academy are required to spend at least two days in a preliminary screening process. The purpose of the screening process is twofold: (1) to classify primary behavior and (2) to design an initial treatment program. If it is believed that the Street Academy can be of service to the candidate's behavioral and/or academic needs, the candidate is placed in an orientation program.

Orientation and Assessment

All students entering the Street Academy are required to spend at least two days in a preliminary screening process. As mentioned above, the purpose of the screening process is to classify the primary behavior and to design an initial treatment program.

The initial treatment program is designed and implemented after achievement tests are administered to determine the student's academic placement. Demonstrated behavior and background data are also considered before the program is implemented.

Exit Program

Termination of youth from the Street Academy is based on one of three major criteria.

- The project is limited in its capacity to assure consideration of service for youth in trouble with the legal authorities.
- The youth exhibits an inability to participate constructively in the program and to change the pattern of antisocial behavior.
- The youth who initiates termination for a variety of reasons such as advanced age, relocation, return to neighborhood school.

Decisions for terminating youth are handled in as sensitive a way as possible so that the experience is perceived as a positive matter by the youth involved. Recommendations for termination are made by the Student Advisors and the final decision is made by the Director of the Street Academy. Parents and any referring agencies involved in the matter are notified in writing of the reasons for termination. Alternative courses of action are recommended when deemed feasible.

Academic and Social Functions

Student Activity Center

The Student Activity Center is a former band room. Chess, ping pong and pool are the major recreational activities available to students. Students are not allowed to participate in any planned activities or programs in the Student Activity Center unless they have earned points from the classroom or counseling. Points may be spent for privileges or can be traded in for cash. The area is supervised throughout the day by an activity room aide. It is open five days a week; Monday through Thursday from 8:00 a.m. to 2:30 p.m., and Friday from 8:00 a.m. to 1:30 p.m. After these hours students do not need points to enter the Student Activity Center.

Social and Athletic Functions

Social activities include skating parties, dances, music, and potluck suppers organized to bring parents together to gain their understanding and mutual assistance. Most of these activities are presently handled by the staff. However, students are encouraged to feel free to present proposals of activities to either the Student Action Committee or a member of the Staff Activity Committee.

At present, students may join the basketball team by signing up for physical education. These students are required to show good attendance and demonstrate good classroom performance.

Student Organizations

The only type of student organization that exists at present is the Student Action Committee consisting of nine (9) students. This year students are being encouraged to make suggestions for the organization of student

clubs. Organization of a student club requires the prior approval of the Street Academy Director.

Committees

Following is a brief summary of the types of committees at the Street Academy which report to the Director:

CURRICULUM COMMITTEE -- The Curriculum Committee consists of five (5) members. Committee members are responsible for developing and suggesting pre-tests, for visiting local junior high and middle schools to improve coordination of their curricula with those of other schools to facilitate student transfer, for overseeing curriculum improvement and reorganization, and for suggesting new courses and curriculum changes.

PARENTAL INVOLVEMENT COMMITTEE -- The Parental Involvement Committee consists of four (4) staff members. This Committee is primarily responsible for involving the students' parents to facilitate greater understanding and cooperation through parental assistance in modifying student behavior and improving their academic performance. Such activities as P.T.A., potluck suppers, and student recitals are some of the vehicles for bringing parents together.

ACTIVITIES COMMITTEE -- The Activities Committee consists of four (4) staff members. Its major responsibilities are to oversee student social and recreational activities, special projects, and the Recreation Center. It works closely with the Student Action Committee.

STUDENT ACTION COMMITTEE -- The Student Action Committee consists of nine (9) students. This Committee serves in an advisory capacity to the Activities Committee, suggesting the formation of new student clubs, activities, and improvements which may be made.

EVALUATION OBJECTIVES AND METHODS

Evaluation Objectives

In addition to providing the previous description of the Street Academy, the following objectives guided this study:

1. To determine the composition of the Street Academy to ascertain whether the program is serving those students for whom it was established. In this case, the Street Academy was established as an alternative educational program which has come to serve approximately ninety-five (95) students in grades seven through twelve who, for various reasons, do not choose to attend the more traditional regular school programs.

   The Street Academy is designed to help many students who are characterized by poor records of academic achievement, poor attendance patterns, or adjustment problems. One objective of this evaluation study will be to ascertain the academic and attendance histories of these students in order to assess growth or improvement.

2. To determine the relative effect on academic skills. The Street Academy has been giving extensive attention to the development of reading skills during its formative years and has been giving thought to the improvement of its mathematics program.

3. To determine whether the Street Academy tended to increase the attendance rate of students over their attendance rates in previous school settings.

4. To determine whether students earn more high school credits in the Street Academy than in previous school settings.

5. To collect and summarize the perceptions of the teaching and counseling staff regarding changes in student dimensions of development concerning

confidence, work habits, adjustment, and temperament.

6. To collect and summarize the perceptions of the teaching and counseling staff regarding the strengths and weaknesses of the Street Academy program.
7. To collect and summarize perceptions of presently enrolled students regarding the Street Academy, their own progression, and related matters.
8. To collect and summarize the perceptions of former students (or their parents) regarding the Street Academy, their own progression, and their present employment status.
9. To collect and summarize the evaluations of parents regarding their children's progress at the Street Academy, their attitudes toward the school and their suggestions regarding improvement of the program.
10. To make suggestions for improving the quality of the program.
11. To make recommendations regarding further support of the Street Academy by the Grand Rapids Board of Education.

Evaluation Methods

Population Served

The school records of the student population that entered the Street Academy were examined to determine academic and school attendance histories. In addition, school counselors and other school personnel were interviewed in order to gain complete information and to verify results. The student body was characterized in terms of social and economic background in the previous section (page 3). The following section includes information on the current status of the students in regard to school attendance, dropout status, and related matters.

In addition, data were gathered from the academic and attendance records over the school year and coupled with student interview data, on site observations, findings from parent interviews, staff consultations, and interviews with former students to determine whether the Academy was serving the students for whom it was intended.

Academic Skills Development

The ISI staff obtained scores on standardized reading and math achievement tests for the period under study (September, 1974 - June, 1975) from the respective teachers who administered the tests. The tests used by the Street Academy teachers are the Nelson-Denny Reading test and the mathematics portion of the W.R.A.T. test. Available pre-test scores (administered September, 1974) and post-test scores (administered May, 1975) were obtained on all students who participated in both tests. Complete data were available for fifty-one (51) students in reading and for forty-six (46) students in mathematics. The small number of student test scores is explained in the next section (page 24). These were checked by grade level to detect any improvements in grade level.

Reduction in Absenteeism

Absences from the previous school of all newly entering students in September, 1974 were recorded for the 1973-74 school year and the first five months of the 1974-75 school year while they were attending the Street Academy. The average monthly absence rate for the 1973-74 school year was then compared with the average monthly absence rate for the 1974-75 school year.

Increases in High School Credits Earned

High school credits earned by all newly entering students in September, 1974 were recorded for the 1973-74 school year and the first five months of the 1974-75 school year. The average monthly credits earned rate for the 1973-74 year was then compared with the average monthly credits earned rate for the 1974-75 school year.

Staff Evaluations of the Students

Teachers and counselors were asked to complete a rating scale to determine changes in growth of their students over the eight month period while the students were enrolled at the Street Academy. The four dimensions of development in which they were requested to determine changes were: the students' confidence in their school work, their work habits, their social adjustment, and their ability to control their actions while at the Street Academy.

Staff Evaluations of Program

The teachers and counselors were confidentially interviewed in September. In April, they were given a questionnaire to which they could respond. They were again given the opportunity to make additional comments. In all situations the Street Academy staff were asked to indicate: first, their perceptions of the strengths and weaknesses of the program; and second, any recommendations for improving the program.

In addition, the evaluators from ISI made numerous on site visits to talk with the administrative and staff personnel, to observe students, and to review records.

Present Student Perceptions

Forty-eight (48) students were asked during the winter to indicate, on a questionnaire, the subject areas, if any, in which they felt that they needed additional help. They were also asked if they felt that they had progressed at the Street Academy, if they were happier this year, if they were able to read better this year than last year, and if they would like to attend the Street Academy next year.

Former Student Perceptions

Twenty-six (26) former students and parents of four (4) former students who left the Street Academy before graduation were interviewed by telephone during the fall and winter to determine the students' present employment status, and their opinions concerning the Street Academy program.

Evaluations of Parents

Thirty-three (33) parents of students presently enrolled at the Street Academy were interviewed by telephone. They were asked to indicate their perceptions of progress their children had made, if any, at the Street Academy; their satisfaction with or criticism of the program; their suggestions for changing the school; any behavioral changes in their children; and their plans regarding further enrollment of their children at the Street Academy.

FINDINGS

Academic Skills Development

Testing Program

The Street Academy has a standardized testing program in reading and mathematics. The Nelson-Denny Reading Achievement Test and the mathematics portion of the Wide Range Achievement Test are the two tests used.

The Street Academy staff administers the previously mentioned tests in the fall and spring of the school year.

The ISI evaluators obtained pre-test scores for reading and math at the beginning of the school year on a total of eighty-five (85) students. At the time of this writing (6/2/75), for a number of reasons, only fifty-one (51) of eighty-five (85) students (60%) had taken post reading tests and forty-eight (48) of eighty-five (85) students (54.1%) had taken post math tests. Table 1 lists the reasons for those students who did not take the post reading and math tests.

The attrition rate is relatively high. Seventeen (17) of ninety-five (95) students (20%) who were attending the Academy in September, 1974 dropped out of school. According to the staff there is another 4.7 percent (N = 4) who are long term absentees. Another student (1.2%) is in prison. These students represent 25.9 percent (N = 22) of the student population not completing the school year. The experience of the evaluators in evaluating other programs for students with histories similar to this student body is that very high levels of dropout are likely, ranging to about 60 percent.* Therefore

*Clifford E. Bryan and Edsel L. Erickson, "Forecasting Student Dropout," Education and Urban Society 2 (August 1970):443-58; Kenneth Harding, "A Comparative Study of High School Students Who Stay in School and Those Who Drop Out" (Ph.D. dissertation, Michigan State University, 1966).

Table 1

Reasons Why Post-Tests in Reading and Mathematics
Were Not Taken by Students

Reason	Number	Percent
Graduated	3	3.5
Dropped Out	17	20.0
Long Term Absence	4	4.7
In Service	1	1.2
In Prison	1	1.2
Moved	3	3.5
Invalid*	2	2.4
Have not yet taken reading post-test	3	3.5
Have not yet taken math post-test	8	9.4

*Two students had a short attention span and/or lacked motivation to complete reading tests.

a 20 percent to 25 percent attrition rate for students at the Street Academy does not seem high to the evaluators. However, there were no data available on an appropriate control to test this view in this study.

Because of the 25 percent attrition rate, however, any generalizations made in this report are limited to those students who attended the Street Academy for the eight month period from September to May.

Reading Improvement

Table 2 is a summary of the average pre- and post-test reading scores by grade level of the students who were tested when they entered the Street Academy in the Fall of 1974 and were again tested in the Spring of 1975. For grades nine through twelve, definite improvement was made in reading ability. Only for the eighth grade group was no gain shown. The average increase in reading level for the total group was one year and one month.

Table 2

Pre-Test and Post-Test Reading Scores
(Nelson-Denny Reading Test)

Grade	Subjects	September, 1974 Fall	May, 1975 Spring	Average Gain
Eighth	3	6.7	6.7	0
Ninth	16	6.7	7.6	+0.9
Tenth	19	7.8	8.9	+1.1
Eleventh	8	9.8	11.2	+1.4
Twelfth	5	10.9	13.4	+2.5
Grade Average	51	8.0	9.1	+1.1

Discussion of Reading Test Scores by Grade Level

Table 3 shows how each student performed on the pre- and post-test by grade level. Note that only one student in grade eight and one student in grade nine regressed; three students in tenth grade regressed; and none regressed in grades eleven and twelve. In short, ninety percent (90%) of the students showed gains in grade level between pre-test and post-test, while only ten percent (10%) showed losses. Furthermore, each grade level, with the exception of eighth grade, showed an increase.

Eighth Grade. Of the three students in the eighth grade, only one scored above the eighth grade level. The other two students had test scores at the fourth and fifth grade levels (see Table 3).

Ninth Grade. In the ninth grade pre-test only three (3) students scored at the ninth grade level or higher; three (3) students scored at the eighth grade level; two (2) at the seventh grade level; four (4)

Table 3

Pre and Post Reading Test Scores by Grade

ID		Fall	Spring	Gain or Loss
		Eighth Grade (N = 3)		
01		5.4	5.7	+0.3
02		5.3	4.8	-0.5
03		9.4	9.6	+0.2
	Average	6.7	6.7	0
		Ninth Grade (N = 16)		
04		5.8	6.4	+0.6
05		7.1	7.3	+0.2
06		3.6	4.2	+0.6
07		8.9	10.3	+1.4
08		9.3	9.1	-0.2
09		2.8	5.8	+3.0
10		4.8	6.3	+1.5
11		7.0	9.5	+2.5
12		4.6	4.9	+0.3
13		5.8	6.0	+0.2
14		8.6	9.1	+0.5
15		9.8	10.5	+0.7
16		5.7	5.9	+0.2
17		5.8	6.1	+0.3
18		8.6	9.3	+0.7
19		9.6	10.5	+0.9
	Average	6.7	7.6	+0.9
		Tenth Grade (N = 19)		
20		11.7	14.0	+2.3
21		6.3	8.5	+2.2
22		9.2	10.7	+1.5
23		5.5	6.4	+0.9
24		10.5	11.2	+0.7

Table 3 (cont'd)

ID		Fall	Spring	Gain or Loss
25		5.4	5.8	+0.4
26		11.4	12.4	+1.0
27		5.3	6.5	+1.2
28		4.4	7.1	+2.7
29		6.3	5.3	-1.0
30		5.4	3.8	-1.6
31		4.8	6.4	+1.6
32		6.2	6.0	-0.2
33		7.0	9.4	+2.4
34		6.9	8.9	+2.0
35		8.7	9.9	+1.2
36		14.0	15.0	+1.0
37		12.6	13.5	+0.9
38		7.0	8.8	+1.8
	Average	7.8	8.9	+1.1
	Eleventh Grade (N = 8)			
39		9.5	10.3	+0.8
40		10.5	10.6	+0.1
41		5.9	8.0	+2.1
42		4.8	5.9	+1.1
43		8.7	10.5	+1.8
44		14.0	16.0	+2.0
45		15.0	16.0	+1.0
46		10.2	12.1	+1.9
	Average	9.8	11.2	+1.4
	Twelfth Grade (N = 5)			
47		13.1	14.0	+0.9
48		10.5	14.0	+3.5
49		14.0	15.0	+1.0
50		10.5	14.0	+3.5
51		6.6	9.9	+3.3
	Average	10.9	13.4	+2.5
	All Grades	8.0	9.1	+1.1

students at the fifth grade level; and four (4) students scored from the fourth grade level to the second grade level.

On the post-test, a total of seven (7) ninth grade students scored at the ninth grade level or higher (three from 10.3 to 10.5 and four from 9.1 to 9.5). Nine (9) students scored from 7.3 to 4.2. Only one student regressed two months (from 9.3 to 9.1), while the remaining fifteen (15) showed gains from 0.2 to 3.0. The average gain for the ninth grade was 0.8.

Tenth Grade. As shown in Table 3, the majority of tenth grade students did not read at the tenth grade level in the pre-test or post-test.

Only five (5) students in the tenth grade scored at the tenth grade level or higher in the pre-test (from 10.5 to 14.0); four (4) students scored between 7.0 and 9.2; and ten (10) students scored from 4.4 to 6.3. In short, about thirty percent (30%) of the students scored at the tenth grade level or higher while seventy percent (70%) scored lower.

During the post-test about thirty-two percent (32%) of the tenth grade students scored at the tenth grade level or higher (one at 10.7; two at 11.2 and 12.4; and three between 13.5 and 15.1). Sixty-eight percent (68%) scored below the tenth grade level (from 9.9 to 3.8).

However, there was marked improvement with almost all tenth grade students. Five (5) students gained from two years to two years and seven months (2.0-2.7); seven (7) students gained from one year to one year and eight months (1.0-1.8); four (4) students gained from four months to nine months (0.4-0.9); while two (2) students showed a loss in their post-test reading score (-1.0 and -0.2).

Eleventh Grade. The eleventh grade students showed sizeable gains in reading between the pre-test and post-test. Two (2) students showed a gain of two years and two years and one month; four (4) students showed a gain of one to two years; and two (2) students gained less than one year in reading ability.

Twelfth Grade. The twelfth grade students showed an extraordinary gain with three (3) students showing a gain of over three years. All of these students except one achieved post-test scores of college level.

Pre-test scores in reading show that of the total student population, 76.5 percent of the students achieved pre-test reading scores below the grade in which they were enrolled and 23.5 percent of these students achieved scores at or above the grade level in which they were enrolled. Post-test scores show that 58.8 percent of these students achieved reading scores below their grade level and 41.2 percent achieved scores at or above their grade level, a gain of 17.7 percent. Table 4 shows a breakdown of the data.

Table 4

Relationship of Pre and Post Reading Test Scores to Grade Level
(Nelson-Denny Reading Test)

N = 51 Grade Level	Pre-Test %	Post-Test %	Gain or Loss
At or above grade level	23.5	41.2	+17.7%
Below grade level	76.5	58.8	-17.7%

Mathematics Improvement

Table 5 shows the average mathematics score gain by grade level of forty-six (46) students attending the Street Academy for the eight month period from September to May. The lowest gain, 0.3, was made by tenth grade students. The highest gain of 1.1 was made by eleventh grade students. Almost seventy-two percent (71.7%) of the students in grades eight through twelve showed a gain for the eight month period.

Table 5

Summary of Mathematics Tests
(W.R.A.T. Math Test)

Grade	No. of Subjects	September, 1974 Fall	May, 1975 Spring	Average Gain
Eighth	3	5.2	6.1	+0.9
Ninth	14	5.4	5.9	+0.5
Tenth	20	6.3	6.6	+0.3
Eleventh	7	5.8	6.9	+1.1
Twelfth	2	5.0	5.4	+0.4
Average	46	5.8	6.4	+0.6

Discussion of Mathematics Scores by Grade Level

Table 6 shows how each student performed on the mathematics pre-test and post-test for the eight month period, September to May. Note that four (4) students actually regressed in grade nine. Seven (7) students regressed in grade ten, while one student achieved the same score in both the pre-test and post-test. One student in the eleventh grade also achieved the same score in both tests.

Table 6

Pre and Post Mathematics Test Scores by Grade

ID		Fall	Spring	Gain or Loss
	Eighth Grade (N = 3)			
01		5.3	6.7	+1.4
02		4.5	5.0	+0.5
03		5.9	6.5	+0.6
	Average	5.2	6.1	+0.9
	Ninth Grade (N = 14)			
04		4.5	5.0	+0.5
05		6.3	5.9	-0.4
06		4.7	5.9	+1.2
07		5.0	5.7	+0.7
08		6.1	5.7	-0.4
09		4.2	6.5	+2.3
10		7.0	6.3	-0.7
11		6.7	7.0	+0.3
12		5.0	5.3	+0.3
13		5.2	6.3	+1.1
14		6.5	6.3	-0.2
15		5.2	6.5	+1.3
16		4.2	5.0	+0.8
17		5.5	6.5	+1.0
	Average	5.4	5.9	+0.5
	Tenth Grade (N = 20)			
18		6.3	6.1	-0.2
19		4.2	5.3	+1.1
20		5.0	6.1	+1.1
21		5.7	5.9	+0.2
22		7.6	6.3	-1.3
23		3.9	5.5	+1.6
24		10.7	7.6	-3.1
25		5.0	4.7	-0.3

Table 6 (cont'd)

ID		Fall	Spring	Gain or Loss
26		3.9	4.5	+0.6
27		5.0	4.7	-0.3
28		3.9	7.0	+3.1
29		5.7	6.1	+0.4
30		5.0	5.0	0
31		5.3	5.2	-0.1
32		4.7	4.5	-0.2
33		5.2	5.3	+0.1
34		4.2	5.7	+1.5
35		16.3	16.5	+0.2
36		13.5	14.2	+0.7
37		4.7	5.5	+0.8
	Average	6.3	6.6	+0.3
	Eleventh Grade (N = 7)			
38		7.6	12.1	+4.5
39		5.3	5.9	+0.6
40		5.3	5.9	+0.6
41		4.5	5.2	+0.7
42		5.2	5.7	+0.5
43		8.8	8.8	0
44		4.2	5.0	+0.8
	Average	5.8	6.9	+1.1
	Twelfth Grade (N = 2)			
45		5.3	5.5	+0.2
46		4.7	5.3	+0.6
	Average	5.0	5.4	+0.4
	All Grades	5.8	6.4	+0.6

Eighth Grade. Only one student in the eighth grade made good progress between pre-test and post-test with a gain of one year and four months, whereas two students gained slowly for the eight month period--a gain of five months and six months respectively. None of these students was at the eighth grade level of performance although some progress was made.

Ninth Grade. The average gain between pre-test and post-test was five months for the ninth grade students as a group. None of the students in the ninth grade attained math scores at the ninth grade level. As previously noted, four (4) students showed a loss of from two months to seven months. Ten (10) students showed a gain between pre-test and post-test. Of these, one (1) gained two years and three months, four (4) gained a year or more, while one gained eight months and four (4) gained less than eight months.

Tenth Grade. Only two (2) students in the tenth grade achieved math scores higher than the tenth grade level (16.5 and 14.2) in the post-test. One (1) student achieved a score of 10.7 in the pre-test but regressed to a score of 7.6 in the post-test. Six (6) students scored from 6.1 to 7.6 in the post-test while eight (8) students scored from 5.0 to 5.9 and four (4) from 4.5 to 4.7.

Eleventh Grade. Eleventh grade students showed a gain of 1.1 between pre-test and post-test for the eight month period. Note that one (1) student showed an exceedingly high gain of 4.5 moving from 7.6 in the pre-test to 12.1 in the post-test. One (1) student showed a gain of eight months. One (1) showed no gain and the remainder showed gains of five to seven months.

Twelfth Grade. The two (2) twelfth grade students showed nominal gains in math but, as noted in Table 6, are at the fifth grade level in the post-test.

In short, seventy percent (70%) of the students showed gains in the mathematics test between the pre-test and post-test for the eight month period from September to May while twenty-five percent (25%) showed a loss and five percent (5%) remained static. Approximately 93.2% and 95.5%, respectively achieved scores lower than their respective grade levels in both the pre-test and post-test. Table 7 shows these relationships.

Table 7

Relationship of Mathematics Pre- and Post-Test Scores to Present Grade Level

N = 46 Grade Level	Pre-Test %	Post-Test %	Gain or Loss
At or above grade level	6.8	4.5	-2.3%
Below grade level	93.2	95.5	+2.3%

The evaluators feel that very slow forward progress is being made in meeting the mathematics objectives of the Street Academy program. This progress does not seem to be adequate and serious consideration should be given to improving the mathematics program.

Factors Which May be Affecting the Test Situation

In summary we would like to point out that both the reading and math teachers face certain problems that seem endemic to this type of student population. Some students seem to have a short attention span. Others come to school from home situations which may adversely affect their school

performance. Problem pregnancies and police contacts might also affect scores. The previously cited variables, which are beyond the control of the instructional staff, might consistently affect test scores or regression on post-test scores.

An additional factor in the slower progress of students in math may be the distractions caused by simultaneous use of one room by the math and science classes.

Reduction in Absenteeism

Table 8 shows the absentee rates of students for the 1973-74 school year before entering the Street Academy and for the five month period from September, 1974 through January, 1975 of attendance at the Street Academy.

Overall, the twenty-three (23) students represented were absent a total of 1,134 days during 1973-74 before entering the Street Academy. Since entering the Street Academy, these students have missed 419 days for the five month period September, 1974 - January, 1975. Although such a rate of absenteeism is deemed unsatisfactory by most educators, it is encouraging to note that the absentee rate has dropped for the students represented since entering the Street Academy.

On an individual basis, there was a reduction in absenteeism for fourteen (14) students from a high of 5.1 days per month to a low of 0.3 days per month. There was an increase in the absence pattern for nine (9) students from 0.1 to 3.7 days per month. The average monthly absentee student rate for the total group decreased from 4.9 to 3.5 days; a difference of 1.4 days per month.

Table 8

Absentee Rates

Student ID	1973-74 (Sept.-June) Total Absences	1973-74 (Sept.-June) Average Monthly Absence	1974-75 (Sept.-Jan.) Total Absences	1974-75 (Sept.-Jan.) Average Monthly Absence	Average Increase or Decrease (Col.3 Col. 5)
(1)	(2)	(3)	(4)	(5)	(6)
1	22	2.2	1	0.2	-2.0
2	54	5.4	7	1.4	-4.0
3	76	7.6	21	4.2	-3.4
4	5	0.5	10	2.0	+1.5
5	119	11.9	34	6.8	-5.1
6	70	7.0	21	4.2	-2.8
7	62	6.2	13	2.6	-3.6
8	4	0.4	16	3.2	+2.8
9	103	10.3	31	6.2	-4.1
10	49	.9	25	5.0	+0.1
11	37	3.7	17	3.4	-0.3
12	8	0.8	7	1.4	+0.6
13	58	5.8	16	3.2	-2.6
14	105	10.5	38	7.6	-2.9
15	50	5.0	21	4.2	-0.8
16	37	3.7	37	7.4	+3.7
17	24	2.4	16	3.2	+0.8
18	5	0.5	6	1.2	+0.7
19	55	5.5	19	3.8	-1.7
20	53	5.3	4	0.8	-4.5
21	60	6.0	11	2.2	-3.8
22	17	1.7	11	2.2	+0.5
23	61	6.1	37	7.4	+1.3
Total	1,134	4.9	419	3.5	-1.4

Although the trend in absenteeism has been lowered somewhat, it is still high. However, it should be noted that the personnel at the Street Academy are dealing with a student population that has consistently demonstrated an extremely high absentee rate. In many instances, variables beyond the control of the Street Academy staff have contributed to the high absentee rate. Many of the female students have children and must miss school when baby-sitting problems arise or when their children are ill. Another factor may be a lack of privacy for counselors when discussing absentee problems with students. Counselors, because of the crowded space, have difficulty in becoming involved in confidential discussions with a student on an individual basis. Finally, the Street Academy does not have sufficient staff to follow up many of the chronic absentees by checking the home situation or checking with the parents.

Whether the future will show an even greater reduction in absenteeism is not assessable at this point in time.

Increase in High School Credits

The high school credit records of forty-two (42) new students who entered the Street Academy in September, 1974 were examined. A comparison of high school credits earned for the year prior to entering the Street Academy (for the school year 1973-74) was made with the credits earned while at the Academy (September-January).

Table 9 lists the monthly averages of credits earned for twenty-two (22) of forty-two (42) students for whom comparable data were available.

Table 9

Increase in Credits

N = 22 Student ID	1973-74 (Sept.-June) Credits Earned Monthly Average	1974-75 (Sept.-Jan.) Credits Earned Monthly Average	Average Monthly Increase or Decrease
01	1.5	5.0	+3.5
02	0	3.4	+3.4
03	0.5	4.6	+4.1
04	4.0	3.4	-0.6
05	0	1.8	+1.8
06	2.6	3.2	-0.6
07	0	2.2	+2.2
08	0	1.6	+1.6
09	0	2.0	+2.0
10	0	0	0
11	0	0.8	+0.8
12	0	1.2	+1.2
13	1.0	0.6	-0.4
14	0	0.6	+0.6
15	0	0.2	+0.2
16	3.5	1.2	-2.3
17	0.1	6.0	+5.9
18	3.0	4.6	+1.6
19	0.6	4.0	+3.4
20	0	3.6	+3.6
21	6.0	1.4	-4.6
22	0	2.0	+2.0
Average	1.04	2.43	+1.39

Sixteen (16) students showed an average monthly increase in credits earned from 0.2 to 5.9, while one (1) student earned no credits during either school year and only five (5) students showed a decrease in rate of high school credit acquisition. Assuming that this group of students continues to earn credits at the same monthly average, they would earn 13.9 credits more than the previous year while at other schools than the Street Academy.

One of the major objectives of the school system is to help students progress toward graduation. Based on the cases available for examination, it seems that the Street Academy is making excellent progress in accomplishing this objective. However, the ISI evaluators feel that a larger number of cases should be available to be able to properly assess the situation.

Evaluations of the Teaching Staff

As part of the overall study of the effects of the Street Academy, teachers and counselors of the Street Academy were asked for their views of changes in the students' confidence in themselves to do their school work (self-concept), their work habits in school (work habits), their social adjustment in school (social adjustment), and their ability to control their actions and tempers (temperament).* The second area was the teacher and counselor perceptions of the strengths and weaknesses of the school program and recommendations for improving the program.

Staff Perceptions of Changes in Students

Table 10 shows that teachers and counselors at the Street Academy feel that some improvement has been made by a few students in the areas of self-confidence, work habits, social behavior, and temperament but, as discussed on page 42, no significant change was discerned for the majority of the students. The teachers and counselors feel that the most improvement has been made in temperament. Note that there was a change in this area from thirty-nine percent (39%) to fifty-six percent (56%) for the period September, 1974 - April, 1975. The developmental

*See Appendix A, Rating Scale

Table 10

Teachers' Perceptions of Changes in Attention Needed by Their Students in Relation to Their Self-Confidence, Work Habits, Social Behavior and Temperament

N = 70 students Level of Teacher Attention Needs	Student Characteristics							
	Self-Confidence Structure		Work Habits		Social Behavior		Temperament	
	9/74	4/75	9/74	4/75	9/74	4/75	9/74	4/75
A. Needs very little special assistance; relatively independent; could function in any program.	20%	37%	20%	40%	30%	41%	39%	56%
B. Needs special programming and assistance. Student would have some difficulties in a traditional classroom without special assistance.	53%	46%	54%	43%	49%	43%	44%	36%
C. Borderline development. Needs extensive help and individual attention. Very doubtful that student could function in typical school setting.	27%	17%	26%	17%	21%	16%	17%	8%

area of least improvement in their minds was student self-concept, which rose from twenty percent (20%) to thirty-seven percent (37%) during the same period.

Low self-concept was exhibited by various comments overheard by the evaluators when visiting the classrooms. Some students made such statements as: "I'm not good at doing this" . . . "I don't think I am good at

anything" . . . "I never could do anything right." These students seem to require much more encouragement than the average student to perform certain classroom tasks.

An examination of the raw data from which Table 10 was constructed showed that sixty-seven percent (67%) of the students remained at the same level of self-concept during the period September, 1974 through April, 1975. Furthermore, no change was perceived for seventy-three percent (73%) of the students in social behavior; seventy percent (70%) in work habits, and seventy-one percent (71%) in temperament. According to staff perceptions, approximately twenty-five to thirty percent (25% to 30%) improved in these developmental areas. About one and four/tenths percent to five percent (1.4% to 5%) seemed to regress to a lower developmental level.

Staff Evaluations of the Program

In this section of the report, the views of professional staff are summarized. Perhaps it should be noted that this summarization is not for reporting only those staff perceptions which are judged to be right. Regardless of the rightness of a particular staff person's orientation, such perceptions can have considerable consequence for the conduct and success of the Street Academy. It is important to our evaluation of the Street Academy to be as clear as possible about the consensus and variation in viewpoints regarding the major strengths and weaknesses of the program, as well as recommendations for improvement.*

Each of the eleven (11) staff members was interviewed in January and subsequently in May to find out if there were any additional comments or suggestions after a period of time. In addition, during the May interview, each staff member was requested to complete a one-page questionnaire** listing what they considered to be the strengths and weaknesses of the program and to make suggestions for improving the Street Academy program.

In accord with our agreement to present an organized summary of staff evaluations with as little distortion as possible, direct quotes are listed. Also, as agreed, we have taken the liberty of omitting those expressions which would identify a particular person as being the source. In several cases where the ideas were shared, one quote may be used, and the number who share this perception is indicated. Some quotes have been abridged or

*See Appendix B, Director's Statement of Street Academy needs.

**See Appendix C, Staff Evaluations.

edited to eliminate tangential or redundant phrases. From a review of staff interview notes, staff comments were grouped into categories of consensus of concern.

Interviews tend to elicit well crystallized responses, as well as momentary responses to a situation. Such intensive interviewing as was conducted also tends to produce further consideration of topics discussed by the interviewers and may result in a change in opinions. However, it appears to the interviewers who conducted this aspect of the evaluation, given the consensus of responses and the enthusiasm and force with which many of the statements were made, that the staff views presented here should not be considered as transitory expressions. All except one staff member seemed very serious in wanting to have their views reported. Following are the staff perceptions of factors in need of improvement in order that the Street Academy might function more efficiently in the future.

Physical Facilities: Recommendations for Improvement

1. *Counseling facilities*

The entire staff indicated that there was a real need to provide more adequate counseling facilities. The feeling among the counselors and staff is that proper arrangements should be made to insure privacy for counselors and teachers to be able to discuss matters with students in a confidential manner. Comments ranged from ". . . *a lack of privacy for counselors*" to ". . . *counseling is very important here and there is a very serious need for privacy which counselors do not now have*" and "*there are not enough private*

rooms to talk to kids with behavior problems." At present, all counselors are housed in one open room. From the staff's view, it is impossible to conduct a proper counseling relationship with many students on a one to one basis.

Nine (9) of the eleven (11) staff interviewed suggested that there also be a group counseling room which could substitute for special group lectures and as a room where educational films could be shown.

2. *Context of school*

Nearly all staff interviewed (10 out of 11) also indicated that the Street Academy should be physically separated from other agencies which are presently housed in the same building. Their comments ranged from *"We get wrongly blamed for everything that goes wrong in this building or close by"* to *"We get blamed for what others do," "There should be a building for this school only--too much outside traffic at present"* and *"This would lessen the conflict and distractions by outsiders."*

During the many visits and observations by the evaluators this matter of outside traffic was also noticed. Alternative solutions to rectify the situation should be given serious consideration.

3. *Separate English and Art facilities*

Eight (8) staff members indicated that it was unfortunate that the English and art activities were being simultaneously conducted in the same room. The teachers had a partition that students could hear through. Staff commented that the situation: *"contributes to*

discipline problems" and *"makes teaching more difficult for both teachers," "creates disrupting traffic"* and *"should be eliminated."*

4. *Separate Math and Science facilities*

Seven (7) staff members felt that the math and science activities should be separated and provided with individual rooms. The reasons given were similar to those given for separation of the English and art facilities.

5. *General facilities*

In addition to the above recommendation concerning facilities, there were five (5) staff comments regarding facilities in general, ranging in comments from *". . . need lab facilities so that students can see results," "there is no shop, no cafeteria and no place for teachers and students to meet privately," ". . . a general lack of space in this school,"* and *"there is a dire need for a teacher's lounge and women's washroom."*

Administration: Recommendations for Improvement

1. *Relations with central administration*

While staff members indicated a positive feeling toward central administration personnel both as professionals and as individuals, seven (7) staff members expressed a feeling of being somewhat isolated or ignored. These staff members felt that they were seldom visited and seldom consulted or observed to determine the strengths of the program. Their comments ranged from *". . . not much visitation from school authorities downtown"* to *"I don't feel*

they really understand what we are doing," "I feel like we are all alone out here" or "the staff feels uninvolved when visited by board members," and "we would like to be able to have closer communication with the Board of Education."

2. *Street Academy administration*

Two observations made were: *"The principal should have more control of recruiting of the staff," and "there seems to be sometimes a lack of downward communication."*

Curriculum: Recommendations for Improvement

1. *General*

A large portion of the staff (5) suggested that *"a greater curriculum variety is needed," "we need all courses taught here," "There is a lack of laboratory facilities," "There is a lack of electives," "When students take electives at other schools they do not feel that they are part of the other school."*

2. *Vocational*

Three (3) staff members indicated that vocational subjects should be offered at the Street Academy. Such courses as typing, woodshop, and home economics should be available to students.

3. *Mini courses*

Three (3) staff members indicated that, although mini courses are considered excellent tools for this type of population, there should be more professionally prepared mini courses available. *"Unfortunately many of us have not been trained to write mini courses."*

One (1) staff member suggested that "*a curriculum staff member be drawn from each alternative school system to assist in developing mini courses throughout the school year.*"

However, two (2) staff members indicated that too much emphasis has been given to mini courses, "*although much of it is good,*" and that there is a need to give more emphasis to the development of group activities of an "*academic sort.*"

4. *Materials needs*

Two (2) staff members focused on reading. One stated, "*there is a need for a wider range--in terms of reading level--of materials in social studies.*" Another person, while recognizing the difficulties involved, suggested a need to get reading diagnosis materials on student reading abilities sooner than the four to five day current waiting time. One (1) staff member said that when ordering materials outside of the usual school channels, "*it took too long to get them.*"

5. *Suggestions for improving extracurricular activities*

Seven (7) staff members made specific suggestions for improving and developing extracurricular activity opportunities. Two (2) staff members suggested the establishment of both academic and social clubs to assist students in indentifying more closely with the school, and developing student leadership capabilities.

Three (3) staff members suggested that sports, both intramural and varsity, be developed and recognized as in the regular high schools.

One (1) staff member suggested that additional para-professional assistance could be obtained to assist in developing activities and school-community relations (e.g., contact homes). One (1) staff member suggested that a para-professional help students in finding part-time and full-time jobs.

6. *Financial needs*

One (1) staff member indicated that "*our budget is limited but has not totally handicapped us, but we are impeded in helping some students; e.g., those who are high achievers.*"

"*We need a month to get a mini grant,*" another staff member stated.

Another staff member stated, "*We need more funds for salary raises--particularly for counselors who did not receive a raise this year.*"

Another said more funds are needed for the petty cash fund to make the reward system more effective.

However, some staff members (3) felt that the Street Academy program could operate on basically the same budget if "*things were properly organized and rearranged.*"

Summary

The staff at the Street Academy felt that the major improvements needed are:

1. More adequate and private counseling facilities.
2. An all purpose room to serve for group counseling sessions, as a media center and audio-visual center.

3. Separate school facilities.
4. Individual classrooms for all subjects.
5. General facilities such as lab facilities, shop facilities, and cafeteria.
6. More interaction and communication between the Street Academy and the Central Administration.

Curriculum recommendations made emphasized the need for:

1. Improving and developing mini courses.
2. Adding vocational subjects to the curriculum.
3. Offering electives
4. Improvement of extracurricular activities for students.

Major Staff Satisfactions

Each member of the staff was asked to list her/his perceptions of particular program strengths and satisfying program aspects. Following are the areas which they felt were positive strengths in the program:

1. *Student development*

   a. *Academic*. Many staff members (7) indicated that "*a much stronger academic program has been developed since their beginning without sacrifice of our humanistic philosophy.*" "*The students are now realizing that we are more for real about a good education for them and that this school is not just for play,*" or "*. . . to keep them off the streets.*" "*There is greater staff input or influence into the lives of our students.*" "*They are learning and adapting better everyday language patterns--less street language.*" There has been a clear "*. . . increase in their reading levels.*"

Eight (8) staff members indicated that the small class size, of twelve to seventeen students, made teaching and learning easier. Statements to this effect were: *"The small class size makes learning easier."* *"You can reach students individually,"* and *"Student-teacher ratio allows for individual attention."*

Another teacher stated, *"This school helps the student who is academically lost in a regular classroom because of reading disabilities."*

b. *Social*. Nine (9) staff members indicated that the school discipline or the social behavior of the students is greatly improved over that of the students' past histories. As one teacher stated, *"They do far less swearing, smoking, and eating in classrooms, and fighting in this school than I have seen in other regular schools I have been in."* *"Our staff is better now at anticipating and preventing troubles."* *"The attendance of our students has improved since coming here."* Another stated, *"This school helps those kids who have been socially alienated in the regular school setting."*

Three (3) staff members stated that the school was dealing with potential *"time bombs but they are still able to get the job done."* Another said, *"This is a last chance for many young men and women and, thankfully, we are helping them to take this chance."*

2. *Student-Staff relationships*

Nine (9) staff members indicated that the staff has very satisfactory relationships with the students. *"At first there was high tension but that has smoothed out"* said one (1) teacher. Another

said, "*The principal and staff have good rapport and have learned how to control these students.*" "*The relationships are personal because of the low student-teacher ratio.*" Another stated that, "*our counselors become involved even outside the classroom as contacts with the parents, courts and probation officers.*"

3. *Administration*

a. *School*. Only one (1) staff member indicated to the evaluation team from ISI any dissatisfaction with the director or the facilitating secretarial and other administrative staff.

b. *Central Administration*. Ten (10) staff members indicated satisfaction with the materials and services provided by the central administration.

c. *Staff morale*. Ten (10) of the eleven (11) staff members interviewed stated that, "*in spite of the tasks demanded of personnel working in the Street Academy, this is a great place to work.*" "*We all feel as if we are needed and accomplishing a great deal.*" The staff indicated in various statements that factors which contributed to the high morale were smallness of staff, ability to communicate views, teamwork, common commitments, an interest in helping students, and a flexible staff and program.

4. *Curriculum*

a. *Activity program*. Eight (8) members were enthusiastic about the reading program. They felt success was attributable to "*. . . early diagnosis and proper placement of students soon after entry.*" They

feel the "*reading lab is excellent and progress has been made in raising the reading level of students.*"

b. *Mini courses*. When asked to indicate what they liked about the Street Academy, four (4) teachers were enthusiastic about the mini course concept and only two (2) indicated reservations. Those who expressed satisfaction with the mini course program indicated that such a program provided for individual instruction, flexibility of programming, and self-paced learning.

c. *Reward system*. Three (3) teachers indicated that the reward system was a strong point in the program. However, one (1) teacher was worried that reward systems "*may not be realistic in the world of reality.*"

d. *Pre-testing*. Two (2) teachers felt that pre-testing was very helpful in "*meeting the individual needs of the students.*"

e. Other comments made by individual teachers (5) indicating strengths of the program were: "*Behavior problems are resolved with immediate attention.*" "*This is a neighborhood school . . . most students live close by.*" "*The staff and program are flexible.*"

In summary, the teachers at the Street Academy felt that they were satisfied with and viewed as strong points of the program such matters as:

1. Student academic and social development.
2. Good student-staff relationships.
3. A sensitive and effective director.
4. A fair central administration.
5. High staff morale.
6. An improving curriculum.

Student Perceptions

Table 11 shows the responses of a random sample of students concerning their perceptions of their progression at the Street Academy. About sixty-two percent (62%) felt that they had progressed in school, seventy-nine percent (79%) indicated that they were happier, and seventy-two percent (72%) expressed a desire to attend the Street Academy next year. Over eighty-three percent (83%) felt that they were able to read better this year, and almost sixty-five percent (65%) felt that they were better in math. The students' perceptions concerning improvement in reading and math are in accordance with the objective findings discussed in Tables 3 and 6 showing that ninety percent (90%) of the students showed improvement in reading and almost seventy-two percent (71.7%) of the students showed improvement in mathematics.

Table 11

Student Responses to Questions Regarding Their Progression in School

N = 48 Question	Responses		
	Yes	No	Undecided
1. *Do you feel that you have progressed at school?*	(30) 62.5%	(12) 25.0%	(6) 12.5%
2. *Are you happier at school this year?*	(38) 79.2%	(5) 10.4%	(5) 10.4%
5. *Are you able to read better this year?*	(40) 83.3%	(3) 6.3%	(5) 10.4%
6. *Are you better in math this year than last?*	(31) 64.6%	(9) 18.7%	(8) 16.7%
7. *Would you like to attend this school next year?*	(35) 72.9%	(5) 10.4%	(8) 16.7%

Student Responses

Students were also surveyed to ascertain their attitudes and feelings about their progression in school, their likes and dislikes about the Street Academy, reading and mathematics progress, and related questions.* Participation in the survey was voluntary. A total of forty-eight (48) students completed the questionnaire.

Table 12 shows that seventy-seven percent (77%), a total of thirty-seven (37) students, indicated that they would like more help or would like to study more in the areas of mathematics, reading and related language skills (English, spelling, grammar), science, history, and hairdressing.

Table 12

Subject Areas in Which Students Want Assistance

N = 37 Percent who indicated a need for additional help: 77%

Number of students and subjects in which they indicated they needed more help:

Subject	Number of Students
Mathematics	13
Reading	9
Language Skills†	7
Science	4
History and American Life	3
Hairdressing	1
Total	37

†Four (4) students wanted more help in English, two (2) in spelling, and one (1) in grammar.

*See Appendix D, Student Questionnaire.

It is interesting to note that some students are aware of their weakness in reading and mathematics. Most students are below their reading and math grade levels (see Tables 3 and 6).

It was apparent to the evaluators that students were much more positive than negative about their experiences at the Street Academy. Approximately eighty percent (80%) were very positive. The following typical responses were given to the question: "What do you like about the Street Academy?"

Concerning student-teacher or counselor relationships:

"There are much better student-teacher relationships than I have ever seen;" "I think you have a great staff of teachers and I hope this School lasts for a long time;" "The teachers treat you more as friends than as little kid students;" "You can relate to the staff here more;" "The teachers and counselors are terrific."

Concerning a feeling of more freedom or a more casual, relaxed environment:

"It is a place to go and not be boss (sic) around by the teacher;" "Less people in the room and more freedom;" "I like to go because it's more casual than most schools;" "You are able to smoke in certain areas;" "I like the drop-in center."

Concerning subjects and courses:

"Subjects are shorter than the usual school;" "I like the mini courses;" "I like the subjects."

Other positive comments the students made about the Street Academy were:

"I get more individual attention;" "There's better communication here;"

"I like how the Street Academy is run;" "It's close to home;" "I got a job through the school;" "The VIP list is good."

As indicated above, approximately twenty percent (20%) of the students responded negatively in regard to their feelings about various conditions at the Street Academy. These students made the following comments when asked the question: "What don't you like about the Street Academy?"

Concerning student relationships:

"Don't like some of the kids;" "I don't like the people;" "I don't like people who rip other people off."

Concerning courses and grading:

"I don't like how you get your grades and stuff;" "Not learning much."

Concerning rules or regulations:

"They don't let us smoke in the classroom;" "I don't like the rules;" "No eating in the classroom."

Concerning physical plant:

"There is a lack of room;" "Sometimes we have two classes in the same room;" "I don't like the distance and location of the School."

Again, the number of negative statements was smaller than the number of positive statements made by the students at the Street Academy.

Most of the comments were people oriented, concerning student feelings about the teachers and interrelationships. Another major group of comments emphasized the freedom and relaxed atmosphere at the Street Academy.

Student and Parent Perceptions of Program

Part of the evaluation of the Street Academy program was to interview those people who are most affected: the students and parents.

Following is a presentation of Street Academy students, former students, and parents of these students. A total of one hundred eleven respondents (111) are included in the following three groups: forty-eight (48) students who are presently enrolled in the Street Academy; twenty-six (26) former students and four (4) parents of former students: and thirty-three (33) parents of students presently enrolled at the Street Academy.

Former Student Perceptions

Table 13 shows that fifty-three percent (53%) of those students who left the Street Academy before graduation were unemployed and twenty-three percent (23%) were employed. Ten percent (10%) had returned to regular school and thirteen percent (13%) were in jail or juvenile homes. These students were interviewed by telephone.*

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*See Appendix E, Telephone Interview.

Table 13

Current Status of Former Students
(N = 26 students and 4 parents)

Status	Male N	Male %	Female N	Female %	Total N	Total %
Going to a regular public school	2	6.7	1	3.3	3	10.0
Employed	5	16.7	2	6.7	7	23.3
Unemployed - looking for work	9	30.0	7	23.3	16	53.3
In jail or juvenile home	4	13.3	0	---	4	13.3
Total	20		10		30	

What were the attitudes of students or close relatives concerning the Street Academy: Did they feel that it helped, did not help, and why did they feel that way? These questions were posed to the telephone respondents. Tables 14 and 15 give a breakdown of the positive and negative attitudes about the Street Academy as expressed by the thirty (30) respondents. Many gave multiple replies.

Table 14 shows a breakdown of fifty-seven (57) positive type of responses made by students and parents concerning the Street Academy. A total of twenty-one (21) positive remarks were made about the teaching staff and advisors. Students felt that the staff spent more time with them, that they were understanding, and that they could talk out their problems with the teachers and advisors.

A total of thirty-six (36) positive remarks were made about the classes and type of program at the Street Academy (see Table 14). Students indicated that the program facilitated learning, the mini courses and the self-paced

Table 14

Results of Telephone Survey -- Positive Remarks

Remarks made by former students or their parents	In different school	Employed	Unemployed	In jail
Concerning Staff				
Staff spent more time with you and gave you individual attention	-	3	5	-
Teachers were understanding - Teachers were nice - Teachers liked people	1	6	4	1
Could talk out problems with teachers and counselors	-	1	1	-
Sub Total	1	10	9	1
Concerning Classes and Program				
*I liked the idea of my child being in that school with that type of program	1	-	-	1
Classes made me learn quite a bit	-	2	4	-
School work was nice	-	1	2	-
Small classes were helpful	-	2	1	-
Liked self-paced method	1	1	2	-
*Mini courses were good	-	1	-	2
More privileges than regular school - Not so strict - More liberties	-	1	2	2
I liked the hours	-	1	2	-
I liked recreation room set-up	-	1	1	-
I want to return to Street Academy	-	2	1	-
*Keeps kids off streets	-	-	2	-
Sub Total	2	12	17	5

*Remarks made by parents

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method were positive, and the freer atmosphere was enjoyable. Two parents felt that the program kept their children off the streets.

Table 15 shows that there were a total of thirteen (13) negative type of responses made concerning the Street Academy. Five (5) respondents made comments concerning the racial mix of the Street Academy. Of these five respondents, four were parents who felt that there was a lack of racial balance, and a presence of racial problems. One (1) student indicated that she would go to the Street Academy if it was located in a different district.

Table 15 also shows that eight (8) respondents were concerned about such matters as the lack of vocational course offerings, the limited amount of time spent in school, and the privileges granted to some students. One (1) student indicated dissatisfaction with the lack of a sports program and another felt that there were too many regulations at the Street Academy during his second year.

Note that Table 14 and Table 15 express different types of concerns. Table 14 demonstrates primarily that the respondents (mostly students) had close and warm interrelationships with the staff and suggests an enjoyment of the program and benefit from the classes, the types of courses, and the general atmosphere. Table 15 is indicative of parental concerns about race, student privileges, and amount of time spent in the Street Academy.

Table 15

Results of Telephone Survey -- Negative Remarks

Remarks made by former students and parents	In different school	Employed	Unemployed	In jail
Concerning Racial Attitudes				
*Concern with racial problems	1	3	-	-
Concern with location of the Academy	-	1	-	-
Sub Total	1	4	-	-
Concerning School and Program				
*Not enough time in school - Not off street enough [therefore] prefers regular school	2	-	-	-
*Too many privileges for student's own good	-	-	2	-
Broader range of vocational courses in regular school	1	-	-	-
No sports program at Street Academy	-	-	1	-
Transportation problem	-	-	-	1
Too many regulations the second year	-	-	1	-
Sub Total	3	-	4	1

*Remarks made by parents

Parent Evaluations

Thirty-three (33) parents of students presently enrolled were interviewed by telephone regarding their evaluation of the Street Academy program and the progress of their students.*

The data reported in Table 16 and qualitative impressions of the evaluators gained from talking to thirty-three (33) parents suggest that generally positive parent-school relations exist. Eighty-two percent (82%) of the parents interviewed indicated that they felt their children progressed well while enrolled at the Street Academy. Ninety-four percent (94%) of the parents felt that their children were happier in the Street Academy than in their prior schools. Approximately two-thirds (64%) of the parents indicated that they did not want any changes in the Street Academy program. Seventy percent (70%) indicated that they were planning to enroll their child in the Street Academy next fall.

Parent Comments

Parent comments supporting the generalization that positive parent-school relations exist are as follows:

Concerning learning and grades:

"Graduated, had better grades;" "The one going to the Street Academy can read better than the other children;" "Better than he was doing at the other school;" "Found out that he could get A's and B's, that he could do it. He was an under achiever in regular school;" "Grades are higher than in public school;" "one hundred percent better than regular school, his record is much better, never misses days."

*See Appendix F, Parent Questionnaire.

Table 16

Parent Perceptions of Student Progress

N = 33 Question	Responses Yes	 No	 Undecided
1. *Do you feel that your child (or children) has progressed at the school?*	(27) 82%	(2) 6%	(4) 12%
2. *Does your child appear to be happier at school this year?*	(31) 94%	(0) -	(2) 6%
5. *Are there some things about the school you would like to see changed?*	(10) 30%	(21) 64%	(2) 6%
6. *If your child is eligible (not graduated), are you planning to enroll your child for the Fall semester?*	(23) 70%	(10)* 30%	(0) -

*Four (4) comments of parents were negative; four (4) students graduated or are studying at other institutions or "grown up"; one (1) student refuses to go but parent liked Street Academy; one (1) student is currently in prison.

Concerning interpersonal relationships and social adjustment:

"Helped him to get along better;" "Gets along well with everybody, didn't at public school;" "Better attitude now;" "Hated big crowds at the regular school;" "Helps him get along better;" "Wants to go to school and he didn't want to get up to go to other school;" "Program instilled more self-confidence;" "Getting along better with people now."

Concerning family relations:

"Attitude at home completely changed, acts better now;" "Is more contented at home now."

Concerning teacher and staff relationships:

"School work improved now because teachers paid her more attention;" "Pleased with the attention given my son by his counselor at the Street Academy;" "Communication from staff is great;" "Teachers are excellent and understanding; show an interest. I feel good when I walk in the school. I feel like they care. It's a beautiful program;" "Teachers treat them (students) more like adults;" "I like the pupil-instructor relationships;" "All schools should have that good relationship--teacher to pupil;" "Teachers are excellent and understanding--show an interest."

As previously indicated the above responses strongly affirm the generalization that most parents seem very satisfied with the program, the teachers, and supporting staff at the Street Academy. Furthermore, the teachers, counselors, and director have exhibited a high degree of sensitivity to student feelings and needs. This was not only indicated by the parents interviewed but also noticed by the evaluators while visiting the Street Academy.

The parents also made suggestions for improving the Street Academy. For example, a number of parents (30%), when asked the question, "Are there some things about the Street Academy you would like changed?" suggested:

Concerning increasing the number of subjects or improving facilities:

"A wider variety of classes is needed;" "More sports facilities needed;" "A lack of gym activities;" "Enlarge the program to include more students, but I realize more personnel would be needed;" "Teach students how to deal with each other on a higher level. How to deal with all levels and races--a course such as this could help everybody."

Concerning student safety:

"More protection for students;" "Don't allow people who don't go to Street Academy to mingle with students or attempt to hang out at the Drop-In Center."

Concerning racial mix:

"The school should be more integrated--more balanced."

Two (2) parents were concerned with discipline at the Street Academy. Following are their comments:

"Too lax--easy way out, nothing but a big babysitting, waste of taxpayers' money;" "Should be more strict. Should teach manners and conduct."

However, it is encouraging to note that one of the above parents who was highly negative did state that her daughter *"liked the teachers and shaped up later."*

Overall, comments suggest that the parents do like the program and feel that their children are benefitting by attending the Street Academy.

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Major Findings

1. The Street Academy is an alternative school system under the direction of the Grand Rapids Public Schools. The Academy serves students aged 12 to 18 years who exhibit deficient school performance histories for a variety of reasons. General characteristics of students are: (1) academic performance two years below grade level, (2) absentee rate of 3-4 days per month, and (3) histories of police contacts. The total program is rehabilitative and/or preventative.

2. Academic Achievements

   2.1 Reading Improvement

   The students enrolled at the Street Academy for whom data were available at the time of the report (51 out of 95 students) tended to improve one year and one month in reading over an eight month period. Ninety percent (90%) of the students showed gains in reading level.

   2.2 Mathematics Achievement

   The students at the Street Academy for whom data were available at the time of the report (46 out of 95 students) tended to improve six months in mathematics over an eight month period. Almost seventy-two percent (71.7%) of the students showed some gain for the eight month period.

3. Reduction in Absenteeism

   The students at the Street Academy still were exhibiting a relatively high absenteeism rate. The group rate (23 out of 95 students) of

absenteeism was lower by 1.4 days per month during the period these students attended the Street Academy than the previous year of attendance at other schools.

4. Increase in High School Credits Earned

Complete data on credit acquisition available at the time of the report (22 out of 42 students) showed that there was an average monthly increase for these students of 1.39 credits at the Street Academy over the previous year at other schools attended--an annual increase of 13.9 credits.

5. Staff Evaluations

5.1 Teacher and Counselor Perceptions of Changes in Students

Teachers and counselors felt that the most evident improvement made during the eight month period under study was in student temperament. They felt that students made the least progress in becoming self-confident in school although some progress was noted.

5.2 Interviews with Staff

5.21 Concerning physical facilities

The Street Academy staff indicated that the Street Academy needed additional space and office facilities to make the program more efficient. These added facilities include: (1) private offices for counselors, (2) individual classrooms for each subject, (3) an all purpose room to serve as a group counseling room, media center and audio visual center, (4) separation of the school facility apart from other social agencies, (5) lab facilities, (6) shop facilities, and (7) a cafeteria or lunch room.

5.22 Communication

The Staff appreciates a continued improvement in communication between the Central Administration and the Street Academy.

5.23 Curriculum

The Street Academy staff emphasized the need for improving and developing mini courses, adding vocational courses, and offering a greater variety of electives.

5.24 Student Acitivities

Improvement of extra curricular activities for students was suggested by many of the staff who would like to have varsity sports developed at the Academy in the traditional areas.

5.25 Staff Satisfactions

The staff at the Street Academy was highly satisfied with what they believed to be the success of their program. They viewed as particularly strong points of the program the following: (1) student academic and social adjustment, (2) good student-staff relationships, (3) a sensitive and effective on-site administration, and (4) an equitable central administration.

6. Student Evaluations

The majority of students felt that they progressed well, were happier and would like to attend the Street Academy next year. Over four-fifths of these students felt that they could read better and about two-thirds felt that they were better in mathematics. Students tended to indicate that they needed more help in mathematics than in the other subject areas.

7. Parent Evaluations

Over four-fifths of the parents, whose children are currently attending the Street Academy, felt that their children had progressed well and most (70%) were planning on enrolling their children at the Street Academy for the 1975 Fall Semester. Comments by the parents confirmed that generally positive school-parent relations exist.

8. Concerning Physical and Working Conditions

8.1 Math and science activities are combined in one classroom.

8.2 English and art facilities are combined in one classroom.

8.3 There are no private offices for counseling activities. Three counselors are crowded into one room.

8.4 The Director's office is the only private office. However, it is used to store school equipment that must be locked up. As a result it is crowded.

8.5 There is no teachers' lounge.

8.6 There is no rest room for women teachers. At present women teachers use the same facilities as the women students.

Conclusions and Recommendations

It appears that the Street Academy is generally making positive progress toward meeting its objectives as an alternative school and should have the continued support of the Grand Rapids Board of Education. However, there are a number of areas that should be examined more closely and a number of changes that may have to be seriously considered if the Street Academy program is to grow in the proper direction and be of optimum service to its students and the community.

The ISI staff realizes that all recommendations cannot possibly be implemented

in the immediate future. They further realize that there are financial considerations and budgetary priorities that must be considered in terms of the educational needs of the total community. However, an action program should be considered and future plans for the Street Academy be made with the following conclusions and recommendations in mind.

1. Interviews with students, examination of school records, and interviews with staff clearly show that the majority of the students are alienated or estranged from traditional educational programs. The instructional program with its clear emphasis on certain academic skill enhancement (particularly reading), while not ignoring a humanistic philosophy, seems to be in accord with the major academic deficits these students brought to the Academy.

2. The ISI staff feels that the reading program is very successful for most of those students who remained in the program during the eight month period. Part of this success is attributable to the reading teachers who have an excellent relationship with the students. As a consequence, no major curriculum recommendations for changes are suggested for reading.

3. The mathematics program showed much more limited progress than the reading program. Pre- and post-test data were available on only forty-six students. Although gains were made in mathematics, they were very low. The ISI evaluators recommend that immediate steps be taken to strengthen the mathematics program. Separate classroom facilities should be provided. At present mathematics and science share the same classroom. The math teacher should be given assistance in formulating

a mathematics diagnostic program that would help in prescribing curriculum materials to improve the math level of the students. It may be necessary that consideration be given to a new mode of teaching math. Students gained only six months in the eight month period.

Our suggestions for the mathematics program should not be construed as an indictment of the overall Street Academy program or the particular staff. The Street Academy, in its formative years, has given greater priority to the development of reading instruction facilities and specialized staff. We are suggesting at this point that greater attention be given to the development of the mathematics program.

4. While we do not have the hard achievement data to evaluate English and art programs, it was our perception, based on on-site observations, that the English and art group programs are also being impeded by the necessity of sharing a single room. Students from one class must walk through the other class, disrupting activities requiring verbal participation.

5. Strategies should be developed to insure that a larger proportion of student test data and related records be available for analysis. This is not necessarily the fault of the Street Academy staff; problems exist in the transference of student cumulative records. Internally, the teachers are working closer with the counselors to make sure that the student induction process is operating efficiently. The teachers are also faced with problems that may be more characteristic of this type of population. Some of these problems are high absentee rate, high dropout rate, lack of motivation on the part of some students to

participate in testing at the regular time. All of these factors add up to a sparsity of data which makes it difficult to assess the academic progress of students at the Street Academy. Additionally, this lack of complete information hampers the staff's ability to review the student's academic and social history. Such information is helpful in formulating appropriate instructional experiences for students.

6. The Street Academy staff should be commended for improving attendance. However, absenteeism is still of sufficient magnitude to warrant further efforts. The ISI evaluators feel that more in depth analysis of existing resources should be made to consider the possibility of assigning para-professional assistants indigenous to the community. These individuals might be assigned to work directly for counselors to provide a close school-family liaison. In other communities where the ISI evaluators have assessed such programs, school-home liaison people have been very effective in reducing absenteeism and assisting students and parents in various school related problems.

   Generally, the plan is more effective when the counselor and liaison person choose records together, both positive and negative, to be used by the liaison person when meeting at the home with the parents. In this way the strengths and needs of the student can be discussed more objectively. This system can also facilitate more adequate record keeping by the counselors.

   Of significance in this matter is that the liaison staff member be assigned directly to the counseling staff and serve under counselor direction. It is imperative that all referrals come only through the counselors.

As pointed out, liaison staff members have proven highly effective in promoting and improving school-family relationships. The ISI evaluators feel that improving attendance is crucially important if students are to make progress in other areas.

7. The students showed a substantial increase in credits earned at the Street Academy over the previous year of attendance at other schools. However, the ISI evaluators feel that there are too few cases to assess the total situation (only 22 out of 42 students had records on which a comparison could be made).

8. Student Personnel Folders. The ISI evaluators found it difficult to obtain data from the student's cumulative record folder. Much of this was due to the record-keeping system. This does not seem to be a problem created by Street Academy personnel; rather it seems to be a problem inherent in the method of keeping school records. Although this is not a condition directly related to the facility under evaluation, the ISI evaluators feel that the Grand Rapids School Board should consider the feasibility of assessing the situation and improving the method of student record keeping and information processing. For example, only twenty-two (22) of forty-two (42) students had complete records pertaining to high school credit acquisition.

9. Further evaluations of the program should focus on, or give a major part of attention to, development of better social adjustment, work habits, and self-confidence among the students. This evaluation focused primarily on academic progress. It has been the observation of the ISI evaluators that such areas of affective development were mentioned

by the Street Academy staff; however, no hard data were collected during this evaluation to determine the degree of social adjustment or other aspects of student behavior.

10. There appears to be a perception on the part of the Street Academy staff that the nature and intent of the program is generally misinterpreted by the community. Such misunderstanding may tend to affect students in the program and foster the development of unfair stigmas for program participants. The ISI evaluators recommend that continued steps be taken to educate the community and other educational professionals in the school system about the program and improve parent-school relationships.

11. Physical facilities. There is a need for modification or reallocation of physical space. This includes the following:

    a. The combined classrooms of English-art and math-science are not condusive to effective instruction. Undesirable and unavoidable noise interferes with the effectiveness of teacher-student relations and classroom dynamics. It is the recommendation of the evaluators that each subject area be assigned a separate classroom as soon as feasible.

    b. The staff views the lack of private facilities for confidential meetings of counselors with students and parents as a major problem. On many occasions counselors and students were observed by the ISI evaluators to have difficulty in dealing with matters requiring confidentiality. It is suggested that this matter be given top priority in any future space allocations for the Street Academy.

c. At present the Street Academy shares the same building facility with the Kent County Department of Social Services and the Adult Basic Education Center for the City of Grand Rapids. This has created problems for the Street Academy since there is no way of preventing people who do not belong on the Street Academy premises from entering and distracting students or creating problems. The ISI evaluators recommend that serious consideration be given to this matter in order to assure proper building management. Alternative site possibilities should be examined in light of budgetary allocations and resources available.

d. Provision should be made for a private office for the Program Director appropriate for his duties and responsibilities. Although the present office is private, maintaining classroom equipment leads to consequent interruptions which do not make it amenable to confidential discussions or to management of the Director's time. In accordance with this, consideration should also be given to a supply and equipment room with a lock.

e. The Street Academy could advantageously utilize some type of lunch room facility. The ISI evaluators recommend that the School Board consider the possibility of instituting some type of lunch program. At present the Street Academy Director and staff are examining the possibility of starting a store to sell snacks and packaged food items. Consideration has been given that such a project be related to the reward system presently in operation.

f. When future space needs are given consideration, we recommend that provision should be made for a staff lounge and women's restroom.

h. The staff and student body lack library and study room facilities. Such facilities would enable the Street Academy staff to encourage proper study habits and techniques for using the library.

12. There is little opportunity for students to engage in vocational instruction or training at the Street Academy site. Although students may enroll in these types of courses at surrounding schools, it seems worthwhile to examine the practicality of having career education integrated into the existing curriculum to a greater degree than is now evident. The ISI evaluators recommend that the staff of the Street Academy consider curricular offerings in these vocational areas in order to strengthen the vocational training opportunities for students at the Street Academy. Such review of existing curriculum should be conducted in conjunction with the Director of Career Education and other instructional leaders of the Grand Rapids Public School system.

13. Sports and related extracurricular activities are very limited. Since some students at the Street Academy express a desire to participate in these activities, ISI recommends that the practicality and feasibility of expanding the sports program be examined.

14. It is encouraging to note that the Board of Education and the Street Academy Administration recognize the need for racial balance. We recommend that the steps being taken at present be continued.

Again, the ISI evaluators realize that many of these recommendations cannot be instituted easily or immediately. Budgetary considerations, fund allocations and finances must be given consideration by the Grand Rapids

School Board in terms of the needs of the total school system and community. However, the ISI staff feels that these recommendations warrant serious consideration and implementation, whenever feasible, for the future growth and quality of the Street Academy program.

APPENDICES

APPENDIX A

RATING SCALE

Student's Name _____

School _____

Staff position of respondent:

___ Administrator
___ Counselor/Advisor
___ Teacher
___ Other

Through past experience, it has been found that standardized personality tests have produced a wide range of interpretation, so wide as to raise serious questions as to the usefulness of the test scores. The following rating scales are an attempt to avoid some of these problems while collecting important information from school staff.

DIRECTIONS: It is felt that, through the day-to-day interaction with students, school staff have a unique opportunity to observe growth in students. On the following page appears four dimensions of development of children. You are asked to rate each student that you have sufficient knowledge of on each dimension. In addition to rating the students' current developmental position, please attempt to retrospectively rate each student as you recall he or she to have been at the beginning of the school year by circling the appropriate number.

SELF-CONCEPT

Beginning of Year		Current
9	Could function in any program	9
8	Adequate for most programs	8
7	Independently in alternative program	7
6	Alternative program with assistance	6
5	Needs extensive help in alternative program	5
4	Borderline development	4
3	Not sufficient for school setting	3

SOCIAL BEHAVIOR

Beginning of Year		Current
9	Could function in any program	9
8	Adequate for most programs	8
7	Independently in alternative program	7
6	Alternative program with assistance	6
5	Needs extensive help in alternative program	5
4	Borderline development	4
3	Not sufficient for school setting	3

WORK HABITS

Beginning of Year		Current
9	Could function in any program	9
8	Adequate for most programs	8
7	Independently in alternative program	7
6	Alternative program with assistance	6
5	Needs extensive help in alternative program	5
4	Borderline development	4
3	Not sufficient for school setting	3

TEMPERAMENT

Beginning of Year		Current
9	Could function in any program	9
8	Adequate for most programs	8
7	Independently in alternative program	7
6	Alternative program with assistance	6
5	Needs extensive help in alternative program	5
4	Borderline development	4
3	Not sufficient for school setting	3

APPENDIX B

Director's Statement Concerning Needs at the Street Academy

The operation of the Street Academy can be improved to make it more efficient for serving the student body. The major areas that I deem significant for consideration to progress toward strengthening the Academy for service to students concern physical facilities, staff considerations, and budget.

Physical Facilities

The lack of space is a serious impediment to the efficient operation of the Street Academy. We need two additional classrooms to separate the joint classrooms of English-art and mathematics-science. The disruptions created by having combined classes severely hamper teacher instruction and student learning.

An additional thirty-five to forty square feet are needed to properly house our counseling program. Presently, our three counselors work together in one room. Ideally they should have private offices to be able to confidentially conduct discussions with students, parents, and other people.

Joint tenancy with Kent County Department of Social Services and the Adult Basic Education Center has created problems during these past two years which have adversely affected the teaching climate. I believe that the present site is ideal provided that the Street Academy is allowed to keep the entire Morris Street Wing and not share it with other agencies. An advantage to remaining at the present location is that two city bus routes intersect less than one block from the school. Therefore transportation is not a problem at this time.

Staff

I feel that the following staff additions will strengthen the Street Academy program:

1. Math program

   It is very important at this time to consider ways and means of improving the math program. At present we have four sections of math but need six sections. Consideration should be given to hiring an additional instructor in mathematics although we are not understaffed in terms of the student-teacher ratio. Furthermore, we should take the time for a complete evaluation of the program. It is difficult to go beyond a remedial stage at the present time. I feel that students will progress much further if a math instructor can devote full time to this matter.

2. Intern program:

   Again, in 1975-76, Indiana University interns will be with us. The two young people from Indiana University who are interning with us have provided vital assistance in our classrooms. Each year they bring a vigorous and refreshing attitude to the staff and students that is extremely difficult to measure in words.

   In February of this year I began dialogue with Dean Dan Gilmore of Grand Valley State College about the possibility of having their interns serve at the Street Academy. As a result, we have two counselor interns and one classroom intern starting in the Fall. We are still hoping to have three additional interns who will be able to work with small groups of students (one to ten students) either in the classroom or in counseling situations.

Budget

This past year we had three staff members (student counselors) who did not receive salary increases. Consideration should also be given to budget increases in the following three areas: (1) R.E. fund (token economy), (2) equipment (for example, at least six tape recorders are needed for teachers), and (3) instructional materials.

I feel that if the above mentioned matters are implemented the Street Academy can function much more efficiently toward attaining its objectives during the 1975-76 school year.

APPENDIX C

_____
(Alternative School)

_____
Primary role, e.g.,
Teacher, Counselor,
Administrator

STAFF EVALUATIONS

Now that this school year is well under way we plan to carry out an extensive evaluation before next year's program gets under way. The following questionnaire is part of that evaluation process. After your year's experience we are particularly interested in your answers to these questions concerning encountered problems and your suggested solutions to them. Try to keep your responses within the allotted space where practicable. We earnestly solicit your cooperation since we feel that your comments and evaluations will be particularly pertinent and vital to the possibility of improvement or change. Thank you.

1. What do you see as the particular strengths of this alternative program?

2. What do you see, if any, as major weaknesses of this alternative program?

3. What recommendations for improvement can you suggest?

INFORMATION SERVICES INCORPORATED

STUDENT QUESTIONNAIRE

Dear Students:

The following questions are asking how you feel about your school.

1. Do you feel that you have progressed at the school? Yes_____ No_____ Undecided_____

   If Yes, how? _____

   _____

   _____

2. Are you happier at school this year? Yes_____ No_____ Undecided_____

3. What do you like about the school? _____

   _____

   _____

4. What don't you like about the school? _____

   _____

   _____

5. Are you able to read better this year than last? Yes_____ No_____ Undecided_____

6. Are you better in math this year than last? Yes_____ No_____ Undecided _____

7. Would you like to attend this school next year? Yes_____ No____ Undecided_____

8. Is there any subject that you would like more help in or would like to study more?

   Yes_____ No_____

   If Yes, what is that subject? _____

Additional comments: _____

_____

_____

_____

_____

_____

_____

APPENDIX E

PHONE INTERVIEW
Concerning Present Status of Those Who Left Program

Name _____

Address _____

Phone _____

School Attended _____

1. Cannot locate by phone _____

2. Located by phone _____

   2.1 Person contacted

      2.11 Student _____; Mother _____; Father _____

         Relative or friend _____
         Specify (brother, aunt, etc.)

3. Is person employed? _____ Unemployed? _____

   3.1 If employed

      3.11 Type of work _____

      _____

      3.12 Full time _____; Part-time or temporary _____

   3.2 If unemployed, present status

      3.21 Looking for work? _____

      3.22 In jail or other type of institutions (reasons) _____

      _____

      _____

4. Individual's opinion concerning program

   4.1 Feel that it helped _____

   4.2 Feel that it did not help _____

   4.3 Why do you feel this way? _____

   _____

   _____

   _____

APPENDIX F

INFORMATION SERVICES INCORPORATED

PARENT QUESTIONNAIRE

Dear Parents:

The Street Academy opened for the purpose of providing an environment and educational atmosphere where children will be encouraged to achieve to their full, individual potential.

The following are questions regarding your feelings about the school:

1. How many children do you have attending the school? _____

2. Do you feel that your child (or children) has progressed at the School?

   Yes_____ No_____ Undecided_____

   If Yes, how? _____

   _____

   _____

3. What changes, if any, have you noticed about your child? _____

   _____

   _____

4. Does your child appear to be happier at school this year? Yes_____ No_____

   Undecided_____

5. Are there some things about the school you would like changed? Yes_____

   No_____ If Yes, what?_____

   _____

   _____

6. Are you planning to enroll your children for the fall semester which

   begins in September? Yes_____ No_____

Additional comments: _____

_____

_____

_____

_____